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EDUCATIONAL WRITINGS

Two books¹ have recently appeared on school discipline. One is by Professor Bagley and the other by Miss Morehouse, supervisor of high-school teaching in the Illinois State Normal University.

The appearance of these two books shows that the problems of school administration are to be taken up in the future in more detail than has been possible in the general treatises on education which have been the accepted means of training teachers up to this time. A chapter on school discipline has been common in all of the books prepared for teachers and supervisors, but the appearance of whole volumes devoted to this subject suggests the possibility of subdividing the field of education so that there shall be special books on such topics as the promotion of children in the grades, the preparation of a lesson by the teacher, the organization of the study period in schools, and so on. The development of a body of material on each of these topics is sure to follow as soon as it becomes apparent that classifications of the type which appear in these volumes are helpful to the teacher in training and to the experienced teacher who wishes to formulate his experience in definite, scientific terms.

The two books in hand may be characterized by saying that Miss Morehouse's book is somewhat more general in its discussions than is Professor Bagley's. Miss Morehouse discusses the methods of school government in general. She then deals with the various types of disciplinary activity, with the different types of offenses, and with the punishments with which teachers attempt to check these offenses. Several chapters on disciplinary devices then follow which give help to the teacher in determining the methods of dealing with cases.

Professor Bagley's book, on the other hand, begins with a very concrete description of the unruly school. He aims to point out

¹ *School Discipline*. By William Chandler Bagley. Macmillan, 1914. Pp. 250.

The Discipline of the School. By Frances M. Morehouse. D. C. Heath & Co., 1914. Pp. 342.

the causes of unruliness in the school and then deals with the methods of treating this difficulty and describes in detail the various forms of punishment and reward. The final chapters deal with the characteristics of the orderly school and the types of pupils with which the teacher has to deal.

Both books make an effort to classify the cases. Professor Bagley gives in one chapter a very interesting account of the troublesome types of pupils. Here he classifies different pupils as stubborn, haughty, self-complacent, irresponsible, morose, hypersensitive, deceitful, and vicious. Each of these types is described in some detail and suggestions are given with regard to the methods of dealing with them. Any teacher who has had classroom experience realizes the importance of knowing human nature in its various manifestations far enough to realize that individual treatment of different pupils is necessary if their own advantage is to be gained and the discipline of the classroom maintained.

The service which these two authors have rendered in pointing out the detailed character of the problem of discipline is very great. The books are addressed to young and inexperienced teachers, it being assumed that they will find the problems of discipline most difficult to understand and deal with. Both books reiterate the general principle that there is no possibility of doing good intellectual work in a classroom until the conditions are favorable for attention to intellectual problems without serious distractions because of lack of order. Both books attempt to make the problems of the schoolroom subordinate to the general problem of instruction, and yet both books recognize the fact that it is quite impossible to deal with many of the cases that arise in school discipline merely through instructorial methods.

The first report of the General Education Board¹ is a descriptive summary of the work which has been done by this organization during the last twelve years. The report is a bound volume of 240 pages with many maps and illustrations showing the scope and character of the work that has been undertaken.

¹ *The General Education Board 1902-1914*. Published by the Board, 1915.

In the South the Board has been very active in developing first of all a large number of community activities which lie outside of the province of the ordinary school work. Experimental farming has been undertaken in a sufficient number of centers to furnish concrete examples to all of the communities in the southern states of the best methods of agriculture and of the disposition of products of agriculture. The boys and girls of the South have been encouraged to cultivate more intelligently the crops which are appropriate to their soil and they have been shown how the products can be canned and prepared for market.

As one reads the report of this work, he sees the grounds for the enthusiasm exhibited by the writers of the report. On the other hand, there is some danger of overemphasis of these types of work and their educational importance. The general educational theory which grows out of constant contact with these productive industrial experiments is likely to be an educational theory which depreciates the ordinary school subjects. Something of this temper is exhibited at various points in the report.

The second general type of activity in which the Board has been interested is the development of higher education, of secondary schools in the South and colleges and universities throughout the United States. Especially through the appointment of agents for the inspection and development of secondary schools in the southern states has the Board contributed to a rapid enlargement of the high-school opportunities that are offered to southern children. It has undoubtedly helped to raise the standards very much more rapidly than the communities could have done the work if left to their own unaided resources.

The giving to colleges has also been carried on with a view to raising standards, especially standards of financial administration. There is no group of institutions in the world with less feeling of public responsibility for funds than American colleges. The Board has taught many of these institutions how to keep their accounts and how to make reports that approximate the truth.

One sometimes wonders why the Board, which has been so insistent upon careful and complete accounting on the part of the institutions with which it deals, has never seen the importance of

issuing a similar report of its own doings. The enormous body of funds handled by the General Education Board makes it a public institution in every sense of the word. It undoubtedly has a complete and accurate account of everything that it has done, but the public is admitted to its counsels only through a general summary of the funds which it has disbursed.

Finally, the General Education Board has done much to improve in recent years the status of medical education in this country. It has given liberally to a few centers with a definite understanding that at these centers medical education should be improved as rapidly as possible. The importance of this sort of benefaction cannot be overestimated.

The book concludes with chapters on negro education and some description of the experiments in rural education which are being projected outside of the southern states.

The preface contains a promise that other reports will from time to time follow upon this first statement of the Board's activities and plans. It is undoubtedly true, as the book states, that an earlier report would have been somewhat premature because the Board itself was feeling its way and attempting to find a proper sphere for its operations. A feeling of responsibility to the public manifested in a constant exhibition to the public of the activities and theories of the Board would be a very wholesome acknowledgment of the public interest in so large and influential an enterprise. It is to be hoped that later reports will deal in much greater detail with the work that is undertaken and will give also, in definite, quantitative form, some statement of the results which have been obtained.

The present report contains a large body of descriptive material. It differs from the conventional reports of institutions of this sort in the fact that it is a document which the ordinary laymen will read with great interest. But it lacks some of the precision and completeness which is to be expected in reports issued by great public agencies.

The body of periodical literature in education is so large that additions in the way of new journals are likely to escape attention.

Within the past few months two very notable additions have been made to the list of educational periodicals.

Professor Cattell, well known as the editor of a number of scientific journals, including the *Popular Science Monthly* and *Science*, has begun the publication of a weekly journal entitled *School and Society*. This new journal is uniform in its appearance with *Science*, and in its internal organization reminds one of that journal.

It has already reported in its first four numbers addresses by President Eliot, G. Stanley Hall, Commissioner Claxton, and others at various educational gatherings. It has given a large body of educational news from many different educational institutions. The discussions also indicate that there are many problems which are of importance to teachers of all grades. In general, it may be said that the appearance of this journal promises to give an avenue for immediate publication of important educational material from all parts of the country.

The suggestion has been made from time to time that the National Education Association devote its energies to a general publication which should appeal to all who are engaged in the schools and universities of this country. The National Education Association has for some reason or other not seen the importance of undertaking this work. It has remained for private enterprise and for institutions to organize all of the dignified educational journalism of the country.

One cannot help feeling some regret that *School and Society* is not the expression of organized interest in educational journalism. It would have been very much more appropriate for some great national institution such as the National Society to issue a weekly of this type. Since no public institution has undertaken the task, it is of the highest credit to Professor Cattell that he has seen the opportunity and acted on it.

Another new journal, entitled *Educational Administration and Supervision*, edited by Professors Coffman and Johnston, Commissioner Snedden, and Superintendent Van Sickle, is to appear monthly except in July and August. The first issue contains eighty pages and is to be devoted to the discussion of problems of

importance to superintendents and supervisors. A statement of the purposes of this journal is given in an editorial comment as follows:

Educational Administration and Supervision will be a monthly journal covering fields which can roughly be distinguished as follows: (1) state and county systems of education, including rural education and also educational legislation; (2) city school systems, including chiefly problems of city administration, supervision, management, reporting, and educational statistics; (3) secondary education, including problems of organization, administration, inspection, curriculum-making, and internal supervision, management, and the pedagogy of the different subjects, and including also a consideration of those problems of higher education involving directly the interests of secondary education; and (4) elementary education, with the problems in this field analogous to those cited for secondary education.

In addition to these fairly distinct administrative fields there are those overlapping problems of vocational education and of school extension, the one including agricultural education, and all varieties of trade, of continuation, part-time, and evening schools; and the other including broadly the problems of school hygiene, of the school as a social center, and of the school's co-operative agencies.

The first issue shows the scope of the journal's interests by giving, first of all, a brief discussion by Professor Cubberley of the fundamental problems of school administration. The contrast between the interests of the community and of the larger unit of organization is pointed out by Professor Cubberley in the type of treatment which has become familiar to his readers.

The second article, by Professor Coffman, gives an account of the characteristics and the influence of the American school superintendent. This paper leaves a vivid impression in one's mind that the school superintendent is a factor of large importance in American education. He is a relatively permanent factor in school organization as contrasted with the teachers, who are much more transient in their connections with schools. He is at the center of the organization in a very influential degree.

The third article, on "The High School Issue," by Professor Johnston, is cast in the somewhat elaborate literary form of a dialogue between those who have interested themselves in the organization of secondary schools.

A short article by Professor Davis, of the University of Michigan, on "College Surveillance and Student Responsibility," exhibits the practices of a number of leading institutions with regard to reports and methods of dealing with college students.

Briefer discussions are to have a place in the new journal. Book reviews and editorial comments range in their topics from city charters of schools to discussions of the position of a superintendent as an educational expert and discussions of vocational tendencies in education.

The appearance of another journal which is to have high-grade, scientific discussions of school matters is an encouraging evidence of the development of a scientific attitude within the educational profession.

A little pamphlet¹ which gives definite suggestions regarding the measurement of various school activities will be useful to many teachers who are anxious to try out some of the methods of measurement.

The tests which have been performed by Mr. Courtis have come to be so widely known that it is unnecessary to comment on the possibility at the present time of securing test material from that source. The current articles in most of the educational journals make suggestions as to other methods of testing. The scales of handwriting prepared by Professor Thorndike, Mr. Ayres, and Professor Freeman, all make it clear that teachers are utilizing standardized tests much more frequently than they did a few years ago.

Professor Starch's contribution to this sort of work lies in the fact that he has brought together tests in reading, English, and spelling, these being perhaps the most difficult phases of school work to test, and undoubtedly the most important phases from the point of view of the elementary school. A great deal of work has been done in spelling and that is perhaps the line of work which can be most easily measured of any in the elementary school. Reading and English are very baffling because of the complexity of the problems which they present.

¹ *The Measurement of Efficiency in Reading, Writing, Spelling and English.* By Daniel Starch. The College Book Store, Madison, Wis., 1914. Pp. 33.

This *Journal* has made an effort during the last year to bring together as much material as possible on reading tests, and Professor Starch's work will be a welcome addition to the material which has thus been presented.

Mr. Davis¹ has been engaged for some years past in one of the most extended school experiments in vocational guidance that is to be found anywhere in the United States. He is an enthusiastic advocate of this type of work and believes that it will modify the whole of the school course and that the community can very properly devote a large amount of time and energy to informing its young people about industrial opportunity and placing them in lines of work which will be suited to their individual needs and training.

The book is written by himself and some of his colleagues. It contains an account of the work which has been going on at Grand Rapids. It is written very largely from the point of view of the secondary school, where most of this effective work has been carried out; but there are chapters in the book that will be very suggestive to elementary-school teachers. The general movement which is represented by the book is certainly of the greatest importance to all who are concerned with the education of boys and girls.

Mr. Davis believes that the best way to deal with the problems of school discipline is through an organization of responsible activities on the part of the students. He has therefore gone far beyond the ordinary range of school discipline in his organization of the boys and girls of the community in which he lives. He has also presented in this book some of the results which seem to him to justify all of the work which he has done.

The Russell Sage Foundation has issued two more useful volumes.² The first deals with working girls in evening schools and the second with the care and education of crippled children. Both

¹ *Vocational and Moral Guidance*. By Jesse Buttrick Davis. Ginn & Co., 1914. Pp. 303.

² *Working Girls in Evening Schools*. By Mary Van Kleeck. 1914. Pp. 252.

Care and Education of Crippled Children in the United States. By Edith Reeves. Survey Associates, 1914. Pp. 252.

of these books contain a large body of information about activities along the lines indicated by their titles. Through a careful review of existing institutions and their methods these books tend to stimulate more intelligent activity along similar lines.

The girls in night schools represent an ambitious class of workers who for the most part are struggling with a difficult problem of adjustment to the needs of society. These girls, many of them, are from foreign homes where they have had no adequate opportunity to prepare for American life. In most cases they are from poor homes where the domestic opportunities for self-improvement are very meager. How they do their work, what courses they take, how regularly they attend their classes, and what ought to be done for the improvement of their conditions are problems of the largest social importance.

The second volume is somewhat more detailed in its suggestions as to advantageous methods of treating those with whom it is concerned. Detailed descriptions are given of the organization of children's homes and hospitals. The principles which should govern their care and training are also given in detail. The book will be a source of valuable information to anyone who is interested in this type of philanthropy.

It is coming to be common for publishers and authors to address books to parents who wish to be intelligent about the training of their children. The recent enthusiasm which has been exhibited for the Montessori system is very largely due to the fact that many parents have wished to give their children during the early years of life prior to their entrance into schools all of the advantages that are to be expected from a systematic, educational training at home.

A new book¹ intended to satisfy this demand has just been put out by the Century Company. This book contains in very accessible form many of the familiar games and rhymes of the sort that parents have always employed, together with some discussion of the way in which these should be used.

There are chapters on habit drill and chapters on story-telling and physical education, chapters on rhythmical plays, and some statements concerning manual training and occupations. In short,

¹ *Child Training*. By V. M. Hillyer. The Century Co., 1915. Pp. 299.

the book contains a large amount of very definite, concrete material which can be used by any intelligent parent.

A useful new book¹ is accompanied by a set of cards which make it possible to carry out in a practical way the exercises which are described in the book itself. The author has been very skilful in taking a number of the tests which have been recently suggested as well as some of the formal grammatical exercises which have long been familiar in the school, and has turned them into drill exercises by putting into the hands of the teacher the material which will make it very easy to carry on the work.

There can be no doubt at all that one of the important additions to the classroom equipment much needed in American schools is printed material such as charts and cards which will make it unnecessary to do much writing on the blackboard. In getting together devices of this type, the author and the publisher of this book and set of cards have performed a distinct service for teachers.

The importance of play in the modern school has frequently been emphasized. The American Playground Association was very active some years ago in promoting the organization, both in schools and in municipalities, of systematic types of recreation. Educational theorists have also been very emphatic in their statements that the work of the school would be greatly improved if the natural example offered by play were more generally accepted as the model on which school work is to be patterned. A new discussion² of the matter, therefore, is by no means foreign to the spirit of the educational discussions. In a volume which touches all aspects of the matter of play Mr. Curtis renews the plea for an emphasis on this type of activity in the schools and in municipalities.

It is unfortunate that the attitude adopted by Mr. Curtis is one which tends to throw play in its different forms into opposition to the regular school work. On p. 48 Mr. Curtis writes as follows:

Not only has it been true that the things taught in the schools have had no close relationship to either the business or the social life of the ordinary citizen, but it has never yet proven true that effectiveness has been in direct

¹ *Language Games for All Grades*. By Alhambra G. Deming. Beckley-Cardy Co., 1914. Pp. 80.

² *Education through Play*. By Henry S. Curtis. Macmillan, 1915. Pp. 359.

proportion to knowledge, as there are many other elements besides information that go to make the effective individual; and self-confidence, energy, and a fixed purpose, with a small amount of information, oftentimes accomplish vastly more than encyclopedic knowledge without these accompaniments. In fact, it may well be questioned if encyclopedic knowledge on general subjects adds greatly to the effectiveness of the individual anywhere.

Childhood is essentially the motor period of life, and every idea tends to immediate expression in some form of action. From all biological and psychological studies it would appear that the mind was not intended for a bin or granary in which to store a wealth of knowledge, but that it was intended for a workhouse where knowledge should be gathered for immediate use and wrought into action almost as soon as it is gathered. The typical "grind" in school and college often uses his energy so completely in the acquisition of knowledge that he has none left to make this knowledge effective.

The spirit of these remarks is one which will hardly promote the most productive relationship between play and the general intellectual life which it is the business of the school to cultivate. There can be no doubt at all that the world at large is satisfied that arithmetic and Latin and the other subjects dealt with in the regular school work have value in preparation for the serious activities of both the trades and the professions. It is not necessary for arithmetic to show that each one of its problems can be utilized in some later practical situation. It is enough for the experience of the race to make it clear that the whole science of mathematics is worth cultivating.

On the other hand, the descriptions which Mr. Curtis has given of the actual facts in regard to the introduction of play in American schools and in American public life tend to refute his own extreme attitude with regard to the place of play in the course of study. The various chapters in which he gives an account of the place of play in German and English schools and in American cities, his discussion of play activities in the rural school and in the Gary system, his account of athletics in secondary schools and in summer camps, all tend to show that there is the largest harmony between the regular work of the school and play.

The book will also be useful to teachers because it gives in the appendix rules of most of the common games, so that not merely the argument in favor of play but also the material which can be employed by those who wish to introduce play commends the book to the ordinary reader.